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"WHAT IS NEEDED IN A LATIN GRAMMAR FOR SCHOOLS?"

[Paper read before the High-School Section of the Massachusetts Teachers' Association, Oct. 21, 1870, by M. G. Daniell, of Boston.]

THIS question is not one of my own choosing, and I must confess that I have many misgivings about attempting to answer it. This hesitancy arises from what appear to me to be the inherent difficulties of the subject. Where so much depends upon the living teacher, and upon his thorough mastery of what he has to teach, and upon his skill and enthusiasm in imparting his knowledge, and directing his pupils to right methods of study and habits of research,—it would seem almost superfluous to prescribe what should be put into a text-book, and above all a text-book of grammar, for him to teach. What one teacher would have his pupils learn from a text-book, another would prefer to teach them without reference to a text-book. There are few, if any, Latin grammars that do not contain many things that many teachers would as lief have omitted, and no Latin grammar can be made to contain all that every good teacher finds it necessary to teach about the language. In what grammar can you find all that Dr. Taylor told us last February about *ipse* and *quidam*?

I may as well say at the outset that I have nothing new or startling to say on this subject. I have not the presumption to suppose that I am expected to arraign here the various Latin grammars of the day, point out their defects, praise their excellencies, and sum up by telling how I could make one better adapted for our schools than any of them.

I have no fault to find with Latin grammars as we have them. If I had my choice among a number, I should undoubtedly find reasons for preferring one before all others for use in my classes. But the differences between the various grammars in common use are not so great as to drive me to making a new one rather than use whichever one might be assigned me to teach from. One has one excellence, another has another. The first has one defect, the second has another. None is perfect, none is unmitigatedly bad.

The main point is, how to use the grammars we have, and to that point I shall, with your permission, mainly address myself. Indeed, I find it wholly impossible to discuss this question without continual reference to methods of teaching; and hence when the question is put to me, "What is needed in a Latin grammar for schools?" my first reply is, "That depends entirely upon how you teach Latin grammar." Those who act upon the principle that the language must first be studied in its abstract principles, the application of the principles coming afterwards, — that a pupil must learn the rules of syntax that apply to the genitive case, for example, before he has seen and read and observed and studied many instances of the use of the genitive case, — would probably require a very different grammar from those who teach upon the principle that, in the acquisition of a language, the concrete should precede the abstract, that the rule of syntax covering a certain construction should be deduced from an observation of the usages of the language. The former class of teachers are at the mercy of their grammars, — the poorer the grammar, the more difficult their task, — while the latter are wellnigh independent of grammars, so far as their use by the pupils is concerned.

The fact that this question is asked, may, perhaps, of itself show that a dissatisfaction exists, not so much with the text-books in Latin grammar, as with some of the methods of using them; and he who reads even a little of the educational literature of the day must have observed frequent expressions of this dissatisfaction. The strongest point, perhaps, that is raised against classical studies is the disproportionate amount of time given to them in school and college curriculums, as compared with that given to other studies which are considered, whether rightly or wrongly, as of more prac-

tical importance. If classical studies are to hold their ground as necessary parts of high-school and college instruction, classical teachers must look well to their methods, and see if much of the time now taken to accomplish certain results may not be saved for other studies without losing anything of permanent value to be derived from the classics.

The subject may be divided, for convenience of discussion, somewhat as follows: First, what should a Latin grammar contain to be committed to memory? Secondly, what should a Latin grammar contain to be used merely for reference?

First, what should be committed to memory? This question must be divided into two parts; — what is to be memorized directly from the book, by main force, and what is to be lodged in the memory by *indirection*, as it were? By this I mean such facts and principles as, from their frequent recurrence, and consequent frequent reference, though never given as a set lesson to be learned, are nevertheless fairly and fully committed to memory, so as to be used whenever occasion requires, just as much as the paradigms of declension and conjugation.

There will be no controversy about the necessity of mere *memoriter* exercises in learning the paradigms. There is more than one way of doing this work, but of methods I will say nothing in this connection. Full paradigms, then, should be given of all kinds of nouns, adjectives, pronouns, and verbs, in all their various formations; and of these there is, in my opinion, more danger of giving too few than too many. The saving of a few pages more or less in the size of the book will not atone for any difficulties or obscurities left in the way of the pupil. If it is necessary for him to know the declension of the noun *Achilles*, present it to him fairly and squarely, in tabular form, with all its different case-endings, and not put him to the inconvenience of picking it out from fine-print remarks on the different cases.

After providing for the necessary paradigms, wherein lies the main part of our work in that part of grammar called etymology, we come to consider what is necessary for the pupil in connection with the paradigms. We have pretty nearly done now with purely *memoriter* work, as I believe, but we have still much to

provide for our pupil's use. Take, for instance, the rules for gender, with their numerous exceptions. If a scholar were only to read Latin, it seems to me that for him only the most general rules for gender need to be learned. In making out a translation with dictionary or vocabulary, it is enough that the gender may be found there if it is wanted. If the rules for grammatical gender were based upon any well-recognized principle, that could be applied in every case, instead of being quite arbitrary, there would be some reason in devoting a good deal of time to the acquisition of them, even though no practical benefit resulted from the study.

But Latin composition is an essential part of the study of Latin. In this practice the pupil must be familiar with the gender of the nouns that he uses. How is he to learn it? The general rules will certainly be useful to him, and he may as well learn them at once; and since these rules must be given in the grammar, the existence of exceptions must of course be noticed; and if the grammar is to be used as a hand-book, the exceptions may as well be all put down for convenience of reference. But, for charity's sake, don't make your scholar learn more or faster than he needs for actual use! I never would have a scholar learn a list of exceptions in which are words that he will probably never use in writing, and perhaps never see in reading. I would rarely, if ever, have a scholar commit to memory any list of exceptions, or any list of words at all, until he had met with all or nearly all of the words in the course of his reading. When your pupil learns that *is* is a feminine ending, show him that long list of exceptions, and teach him always to look with a suspicious eye upon words in *is*, and whenever he has to look out such a word in his vocabulary, teach him to notice then and there the gender. The additional labor of noticing the gender when learning the meaning is but slight, and the habit of observation thus gained is of incalculable value to the pupil for any study or pursuit whatever. Here I may say that this method should be used as often as possible, and only departed from when the advantages likely to arise from the *memoriter* method are clearly seen to be very great. Furthermore, I would have pupils learn in the first instance many things from their vocabularies that are sometimes learned from the grammar,

such as the gender of nouns, the conjugation of verbs, irregular and anomalous forms that are of frequent occurrence; but all these things have a place in the grammar too, where they are properly classified, and where, at just the right time in each case, the pupil should be referred to them.

Since pupils learn their nominative and genitive almost always from the vocabulary, the long list of rules for the formation of the genitive in the third declension seems to me to be a useless incumbrance to any school grammar. There must be in any school some system of pronunciation, but if it is impossible to have a uniform system for all, merely arbitrary rules might as well be dispensed with. The common rule for accenting the penult or antepenult is, without much doubt, that followed by the Romans themselves, and hence should be observed. In regard to the sounds of vowels and division of syllables, there is great diversity of practice. Whatever system any teacher uses, the pupils will probably get better by observing and following his practice, than by the study of rules.

We come now to the consideration of syntax. The key to the treatment of this department of grammar I would give in the motto that I have seen on the title-page of an excellent English grammar, now out of print, "*Breve est iter per exempla.*" The subtleties of metaphysicians should have no place in a grammar for schools. A great deal that the grammarian himself knows he must resolutely keep out of his manual. Learned and abstruse theories, the discussion of which is a delight to him, must not be assumed to be delightful, or even useful, to the boys who use his book for help in the study of Virgil and Cicero. The simplest and most concise statements of principles and usages are what the pupil will need for his guidance. Metaphysical abstractions will not help him, unless his mind be more mature than we can assume for the average of our pupils. I would have the grammar provided with everything that the pupil can *make use of* in his study of classic authors, and nothing more.

The pupil should early be made to understand that the rules of syntax, as they appear in the grammar, are only the generalizations of the grammarian made from the observation of the usages of the best authors, and that these generalizations he is capable of

making for himself in the main, under the guidance of his teacher. Children are liable, I think, to get the impression that the Latin grammar was made before the Latin language was used, and that the language depends upon the rules of grammar, rather than that the rules of grammar are deduced from the usages of the languages. Let them understand that the grammar may be made a very useful servant; and when you have taught your pupils how to use their grammar, you have done them a far greater service than if you had forced them to commit it all to memory. I would not have anything committed to memory in the syntax, as we have the forms of declension and conjugation committed to memory; but before I had got through with a boy, I would have him thoroughly acquainted with Latin syntax. For a summing up of what he has observed in a long course of reading, particularly if he is to pass an examination in the principles of Latin syntax, I would assign him lessons in the grammar (not to be learned verbatim, by any means), and such lessons I know would be agreeable as well as useful to him. Allow me to give a single instance to illustrate my meaning. Take the use of the ablative case after *utor*, *fruor*, etc. The pupils will not read far in any book, before they meet with such an ablative. It is the first instance they have seen. You anticipate their difficulty, and tell them that "*eo frumento uti*," means "to use that grain," — the ablative where English analogy would lead them to expect an accusative. At recitation, bid them turn the expression from English to Latin, and vary the forms, — "I use that grain," "he will use money," "you abuse my patience," etc. etc.

At this point it would be well if you could refer him rapidly to several instances of this construction in the book he is reading from. Then you may explain to him the philosophy of the construction, — that *utor* was not originally a transitive verb, but had a passive or reflexive sense, *utor* meaning "I serve or assist myself," and the ablative denoting the means or instrument, an ordinary use of the ablative. If you go as far as this on the first occurrence of *utor*, you may well go a little further. Refer him to his grammar, and let him see the list of words that are similarly used. Don't make him learn them yet. Very soon he will meet with

potior, and he will know where to look, if he is in doubt about the construction. Keeping up this practice, you will find that your pupils make very rapid and intelligent progress in the comprehension of syntax. With the *examples* before them the way is short. And I may say, too, that examples taken from the daily reading are of much more value to the student than the detached sentences which are given to illustrate rules in the grammar.

The other way of bringing about the same result, namely, making the pupil learn, amid a mass of other rules of syntax, "*Utor fruor, fungor, potior, vescor*, and their compounds are followed by the ablative," and then at every recurrence of either of these words requiring a repetition of all five, seems to me wholly unphilosophical and absurd. But yet the grammar should contain the rule, whichever way you teach it. If syntax is to be taught according to the second method just suggested, by all means let the rules be as few and as brief as possible. In other words, reduce to the last degree the size of your grammars. If, on the other hand, the better way (as I must call it) is adopted, the fuller each subject is treated by way of illustrating the various Latin usages, the better, provided that the language is kept within the comprehension of those for whom it is designed, and mere repetition and verbosity avoided. Here I will take the opportunity to give one direct answer to the main question. A Latin grammar needs a complete and copious index of words and topics, and students need to be carefully instructed in the use of such an index.

In regard to prosody, I will only say that while the grammar may contain a full presentation of the subject, both for the sake of completeness in itself and for purposes of reference, still I am convinced that pupils can be easily taught to read poetry metrically and musically without learning many rules of quantity.

If pupils are to be practised in verse-making, they will certainly have a good deal to do in prosody, and all the helps in the way of rules, whether arbitrary or not, that can be given them should be included in the grammar. But I hope we are never going back to that most absurd of all the many absurd practices of other days and other lands, — verse-making. If a boy shows a special aptitude for becoming a Latin poet, of course you may, if you like,

encourage him, and help him if you can; but I refer to mere mechanical verse-making, which, if it is good for anything, is only good as a mere mental gymnastic. So is the analysis of flowers a good mental gymnastic, and good for something besides.

Proving quantity which cannot be proved except on the authority of the poets, or according to somebody's arbitrary rules, I consider a useless waste of time. It does not help a boy in the appreciation of Virgil or Horace, or in facility of translation, to know that a certain long vowel is long because, "*because*," it is an exception to an exception to a rule that has no philosophical foundation. After a boy has said *amaveram*, *amaverim*, *amavero*, two or three hundred times, I don't know of what particular benefit it is to him to prove the quantity of the *e* by saying that "*E* in the increments of conjugation is long, but *e* is short before *r* in the tenses in *ram*, *rim*, *ro*."

Hence, if I were to make a Latin grammar for any use to which, in my opinion, it ought to be put in our schools, I should eliminate a good deal of what is usually given in prosody, not caring for it even for reference. As I said before, pupils can easily learn to read Latin verse. The habit of always observing penults, and the rules of accent applying thereto, is the starting point. A little practice in the swing of the verse follows, accompanied of course by a knowledge of the structure of the verse. A reasonably musical ear will do the rest, except now and then, where reference may be had to the dictionary to ascertain any doubtful quantity.

I have left untouched many points that ought to have been noticed if I had attempted a categorical answer to the main question. What I have said I hope will not be regarded as irrelevant, but rather as an approach, to say the least, to a right treatment of the subject.

ENGLISH GRAMMAR.—No. 3.

WE saw in the last paper, that one of the grand difficulties in teaching grammar is to be found in a want of *clearness*, *distinctness*, and *precision* in the various *definitions*, *statements*, and *discussions* of

the text-book. We come now to consider another source of difficulty, the second one mentioned in our last paper, viz. a *misconception of the true province of grammar*.

The professed object of English Grammar, as stated by all respectable grammarians, is to teach how to *speak and write the English language correctly*. If, then, this statement truly defines the province of grammar, all rules and discussions which do not directly contemplate this object are foreign and uncalled for.

Now, we would ask of what possible use, so far as the above end is concerned, is the division of nouns into *abstract, verbal, diminutive*, or even into *proper and common nouns*? What is gained by the division of adjective pronouns into possessive, distributive, demonstrative, and indefinite? Of what service are such rules of syntax as those pertaining to the definite and the indefinite article, the participles, the infinitive, or even the adjective? Of what practical use are the following rules, from one of the best grammars ever published?

"The article *a* or *an* is put before common nouns in the singular number, when used indefinitely." Is there a possibility, that any person who speaks the English language would ever use the word in question otherwise than properly? Did any person ever hear such an expression as "*a boys*," "*an eggs*," "*a stones*"? Of what use then, we ask, is the rule? Would it not be as sensible to have a "*rule of syntax*" asserting that "relative pronouns must always have substantives, *i. e.* a substantive word, phrase or clause, for their antecedents.

Of what value is the following rule, similar to the above: "The article *the* is put before common nouns either singular or plural when used *definitely*."

Who does not spontaneously and *intuitively*, we might almost say, seize upon this very method of expressing a noun *definitely*? What other possible way is there of expressing an object *definitely*? Who ever says, give me "*a book*," when he wishes to say, give me "*the book*"?

We would suggest the following as a rule of syntax in every respect as valuable as the above: "The numeral *one* may be put before nouns when a single object only is designated."

Again, of what practical service are the following, from the same author:—

“An adjective or participle qualifies the substantive to which it belongs.”

“One substantive governs another in the possessive, when the latter substantive limits the signification of the former.

“The infinitive mood is governed by verbs, nouns, or adjectives.”

“Participles have the construction of nouns, adjectives and verbs.”

“Conjunctions connect *words, phrases, and clauses.*”

“Interjections have no grammatical connection with the other words in a sentence.”

Such, then, are a large number of the rules of syntax, which our grammarians give us, and which the pupil is taught to believe are necessary for him to know, if he would speak and write the English language correctly. If he cannot see clearly the connection between the rule and the end sought, he is compelled to believe that his difficulty arises from the great intricacy of the subject, the dark and mysterious subtleties of English grammar. He is somewhat in the condition of a person, who seeking instruction relative to the proper route to a given locality, is told a score of facts respecting a dozen different routes, which have no especial reference to the place in question, accompanied by tedious disquisitions on the general aspect of the country through which these several highways pass, its geological features, agricultural adaptations, etc., while he is waiting impatiently to know simply the best and shortest road to the place he wishes to reach.

The pupil wishes to know simply how to speak and write his mother tongue correctly. His Grammar professes to tell him this very thing; but really, instead of giving him instructions definite and to the point, leads him through an endless labyrinth of useless grammatical formulæ, until he is quite lost in a maze of impertinent rules and discussions, and finally gives up entirely in discouragement and positive despair!

Nothing is more manifest than that in almost all our text-books in English grammar, there is a very great amount of useless lumber. They all seem to be based more or less on the cumbrous

systems of Latin and Greek grammars, which have to do with languages whose complex syntactical structure demands many rules, as a guide to the learner, that have no force or pertinence in an English grammar. The truth is that the important facts in English syntax, those necessary to guide one in English composition, are very few. We have a very small number of inflected words. The agreement between different words, is in the main *logical*, not *grammatical*. A very large proportion of all the mistakes that are commonly made in English syntax, occur in the use of the five inflected pronouns, *I, thou, he, she, and who*; and of the mistakes made here, full three-fourths occur in the use of the relative *who*.

Here, then, is where the pupil should have a rigid grammatical drill. When he has learned to use correctly, under all circumstances, these *five pronouns*, he has certainly secured the most valuable part of English syntax. And yet, under the present system of grammatical instruction, the time which should be expended in thorough drill on *these pronouns* and a few other prominent features, syntax, *mood-forms* and *tense-forms* in the main, is spread over scores of unimportant, and in many cases positively useless discussions. Thus the pupil lays aside his book, scarcely better prepared to master the real difficulties of the language, than when he commenced the study of the science.

The truth of the above remarks, I think, will become manifest to any teacher, if he will take the trouble to make a little examination of those of his pupils who are most proficient in the science in question. Let him, as a test, give such pupils a few examples involving the various uses of the inflected pronouns, and see what will be his success. Let him take such examples as the following, which are perfectly simple, and of common occurrence. Some of them are *correct*, and some *incorrect*. Let the pupil distinguish which are incorrect, point out the error, and explain the grammatical principle violated.

"I speak to whoever will listen to me." "Who do you think to be in fault?" "Who do you think I am?" "Who do you think him to be?" "Who was found to be guilty?" "Who was it proven, was guilty?" "Who do you believe to be guilty?"

"Who, think you, is the guilty one?" "He asked who I thought was seen." "He asked who I supposed to have been the guilty man."

"I was introduced to Mrs. A, she who was Miss B." Mrs. A was introduced to us, she who was Miss B." "I supposed it was Mrs. A, she who was Miss B." "He thought the person to be Mrs. A, she who was Miss B."

"Come, then, let us make a covenant, I and thou." *Bible*. "Let John and I go home." "Let whoever you wish be present." Between you and I this man is in fault." "Am not sure of its being he." "Think it was generally supposed to be he." "Some thought it was not he."

I do not know what success other teachers may find, with those of their pupils whom they regard most proficient in grammar, in a simple exercise like the above. My own experience may have been unfortunate. But pupils come to me from grammar schools and high schools, who have studied English grammar for years, who can repeat all the rules of syntax with the utmost readiness, who can *parse* with a degree of alacrity truly marvellous, yet manifest the utmost incapacity, in criticising correctly the simplest sentences, such, for example, as the above.

Now, ought not this whole matter to be changed? Ought not our text-books in grammar, especially those designed to be used in our grammar schools, where so large a proportion of the children really learn all the grammar they will ever learn, to be confined to the simple matter of *direct and specific instruction* in the matter of correct speaking and composing? Ought not the drill exercises to be ample, and the drill itself thorough and persistent, in those departments of syntax where mistakes most frequently occur, — as, for instance, in the use of the inflective pronouns?

Ought not these drill exercises, moreover, to exhibit *correct* as well as *false* syntax, so that the pupil, not knowing whether a given sentence is right or wrong, may be compelled to a more careful and thorough examination of each example?

When a sentence is known to be false in point of syntax, at the outset, the pupil will frequently find little difficulty in making the *correction by the ear*. And here let me say that many of the ex-

amples in syntax, given in some of our best grammars for correction, are a decided insult to the common sense of the scholar. What shall be said of such examples as the following, from a grammar which is in very general use?

"A country around N. Y. is beautiful in Spring." "An age of chivalry is gone." "Horse is a noble animal." "A man was made to mourn." "He *whosoever* steals my purse steals trash." "I *loves* reading." "We *is* but of yesterday and knows nothing." "Molasses *are* sweet." "You *has* no book." "You *is* there," etc., etc.

I do not wonder that our children are disgusted with grammar. Would they not be disgusted with Arithmetic were we to give them, after reaching fractions or proportion, a similar exercise: Correct the "false" Arithmetic in the following: "Two and two are *three*." "Three and two are *nine*." "Two times one is four." "Two from four leaves three."

Let, then, grammar keep within its proper limits. Let it give light *just where light is needed*. Let it free itself from its cumbersome, useless lumber. Let it respect the pupils' common sense. Let there be less parsing, and much more thorough drill on examples both correct and incorrect, which really exhibit the *common errors* in conversation and writing. Let us have such methods in teaching and text-book in our common schools, and we shall, I verily believe, secure much more satisfactory results.

In the next number of the "Teacher" we shall consider English Grammar in some of its higher relations.

ADAM BEN THORN'S METHOD OF TEACHING GRAMMAR TO BEGINNERS.

I HAD found trouble in teaching grammar to beginners, and applied to my old friend Mr. Ben Thorn for counsel. He sympathized with me, in my perplexities, and it was agreed that I should visit his school-room on Monday, P. M., to see him start a class of beginners in the much-hated study.

Mr. Ben Thorn began thus: "The boys and girls who are between the ages of eleven and fourteen may come about my desk, for I wish to talk with them." Over a dozen expectant children stepped forward. Their teacher wrote "bird" upon the board, and turning quickly, said, "What's that, class?" "A bird," they answered in chorus. Mr. Ben Thorn clapped his hands, and demanded, "Why does not your bird fly?" "Oh, because it is not a bird at all, but only the name of a bird," said Nellie. "That is right," said the teacher. "What I have written is no bird, but only the written sign of bird. Things and *names of things* must not be confused. The *thing* bird is a living creature. The *name* bird is a word spoken or written. All words which are names are called nouns in grammar. Every thing that you can see, touch, taste, hear, or smell may have a name, and that name is a noun." Here each child was required to give an example of a noun, after which, Mr. Ben Thorn continued. "Now see if you can mention a name which is not a noun." James asked if air is a noun, as he could not see or touch or taste air; but Samuel quickly said we could feel the wind, which is only air in motion, and of course air must be a noun. But the sly fellow John, who must have heard something about abstract nouns, suggested "kindness"; and there was some doubt about that word, and so Mr. Ben Thorn enlarged his definition of a noun by saying that the name of anything of which we can form an idea may be called a noun.

It seemed to me that the teacher had begun well. Like a good surgeon, he had gone directly to work without first frightening his pupils by a display of professional instruments. Had Mr. Ben Thorn paraded his class, each with a large new grammar, and said, "Now scholars, we are about to commence the highly important and perhaps difficult study of English grammar," etc. etc. etc., I presume the effect would have been very chilling.

For about fifteen minutes did the teacher hold the undivided attention of the class without once asking for it. He spoke rapidly, but often encouraged the children to talk too; and when the first sign of weariness was manifested, he dismissed the class, with orders to write a list of twenty nouns for the morrow's lesson.

After school my friend told me that he succeeded best by making the lessons very short, and maintained the interest from day to day, by pleasant slate exercises, each child being curious to know what its classmates would write. I was so much pleased with what I had seen, that I resolved to spend a portion of each afternoon for a week in Mr. Ben Thorn's room.

On Tuesday afternoon the children again gathered about the teacher's desk, with radiant faces and ready slates. A little curly-haired, eight-year old girl, stepped up to her teacher, and said with some eagerness: "Please, may Helen and I be in the new class? We can answer the questions." Mr. Ben Thorn gave a kindly but decided negative, at which the little damsel went to her desk crying, and soon after I noticed that Helen was crying too. Without further delay the teacher held up an apple and said: "What is this, and what words can you use to describe it?" It was soon pronounced a "large, red, sour, good apple." Apple was recognized as a noun by all, and the teacher told the class that the words which describe apple are adjectives, and demanded appropriate adjectives for bird, tree, star, etc. "I think," said John, "that sour is a noun, for I can taste sour." John looked as if he considered this a poser, and Fanny sustained John in his position by saying that she could see red. Mr. Ben Thorn paused while the children were demolishing his fabric, but finally showed them that "red" and "sour" are not used as names, but are joined to names to describe them. Mr. Ben Thorn said, "Mild sky," "good girl," "bad boy," and asked which were nouns and which adjectives. After this, slates were referred to, and another lesson to write ten nouns, with ten or more appropriate adjectives, was given, and all went smiling to their seats. Thus Mr. Ben Thorn went on from day to day, often reviewing what had been already learned, keeping up the slate exercises; and frowning on the tendency to *guess* at facts.

I was particularly pleased with my friend's method of teaching prepositions. "There is a tree in the yard," said he. "We see the top of it. Now look at the tree, and imagine a bird flying toward it, and how it could go in regard to the tree." After a pause, Jane said, "the bird could fly into the tree." The

teacher wrote, "The bird flies into the tree." All caught the idea, and the hands were up so eagerly that the teacher could only note the little words, in, under, above, about, around, &c. "Now," he continued, "your sentences are alike with the exception of these little words in, under, above, etc. These words show how the flying is related to the tree, and so we will name such words prepositions. Each one of your sentences gives a peculiar idea. The relation of the flying to the tree is shown by the preposition." "There is another preposition that we might use," said John, who had been peeping at the list of prepositions in an older scholar's grammar, not unobserved by his teacher, however. "You may give it," said Mr. Ben Thorn. "The bird flew according to the tree," said John, in triumph. John was well laughed at, but counselled by his teacher not to be in haste to look in the grammar.

In two weeks time the class could define noun, pronoun, adjective, adverb, verb, preposition, conjunction, and interjection, and select these parts of speech from sentences in the reader. They also knew something about gender, number, and person. After a season of this preparatory drill, Mr. Ben Thorn gives short lessons in the book, but retains the slate exercises, which soon become miniature compositions.

I am sure that this poor account of mine does ample injustice to my good friend; but that his method is the true one I have no doubt. I was much impressed by the remark of little Fanny Doit, to the effect that "sister Sarah says she hates grammar, always did hate it, and always shall hate it; but *I like it, and always did and always shall.* So!!!"

REVILO.

THOMAS ARNOLD, D. D.

To one who reads not merely for amusement, but for the higher purpose of self-culture, and who can at the same time command but little leisure, is there any question more perplexing than this? What shall I read? Is it not absolutely bewildering to think of the thousands of volumes that are pouring from the press every month, some good, doubtless, and many certainly worthless, and to ask yourself what few (for few it must be at the best) of these,

and of the countless accumulations of the past, are most worthy to occupy the few hours of each week that you can call your own!

These thoughts came into our mind the other day, as a friend laid upon our table a copy of the new edition of Dr. Arnold's Life and Letters. But we thought with a sigh of relief, as we took up the volume, here is one book about which there is no doubt. Difficult as it is to frame rules to guide the selection of all classes of readers, it is safe to say that those who would turn their time to account, can hardly do better than to read the biographies of men who were a power in their own and succeeding times. Such a man was Arnold; and had the influence of his labors ceased with his life, his claims to our interest would still be great; but that influence, we believe, has greatly increased since his death. It is true, that in his lifetime he fulfilled the prediction of Dr. Hawkins, that "if he were elected to the head-mastership of Rugby, he would change the face of education all through the public schools of England"; but for almost thirty years, since England mourned his untimely death, his life has been an inspiration to thousands of teachers on both sides of the Atlantic. Seven editions of Arnold's Life and Letters, have been sold in America within a few years; and now we have the eighth, in an improved form, and at a price which puts it within the reach of all.

It is a work which no teacher can afford to be without; and, for ourselves, we would not exchange the third chapter, which contains the record of Arnold's school life at Rugby, for a shelf full of professedly educational works that we could name.

It is healthful and it is refreshing, to turn aside at times from the study of methods of teaching and discipline, to the study of those principles that underlie all school teaching and school government. And it is well to remember that what many of us teachers most need, is not a better way of doing this or doing that, but higher aims, a juster estimate of the essential nobleness of our vocation, and a profounder conviction of the stern duty of unceasing self-culture. To those who feel, as we do, the want of help in all such ways, we say, read Arnold.

W. C. C.

PRIMARY INSTRUCTION.

[At the annual meeting of the Ohio Teachers' Association, held in July last, a report was presented upon *A Primary Course of Instruction*, drawn up by Mr. J. F. Reinmund. It led to an animated discussion, which we find reported in full in the *Ohio Educational Monthly*. We have selected the most practical parts of it. The first paragraph is an extract from the report.]

"WHAT intellectual powers are to be cultivated during this period? I answer, perception, conception, imagination, memory, and, to a limited extent, reason. In the exercise of these, children learn to inquire, to observe, to reflect, to reproduce, to compare, to construct, and, in the mean time, to describe. Here both the senses and the understanding are employed on materials found chiefly in the outer world. From this it follows that *concrete* and *objective* methods must be largely employed in the earlier stage of the child's instruction. For its interest and encouragement we must begin with the familiar, and progress, step by step, by known paths into the region of the unknown. Ideas must be connected with words, rules deduced from processes, facts go before principles, and the analytic before the synthetic. Teachers must be acquainted with child mind, with the true order of its development; must have a large practical acquaintance with those facts in the outer world that serve to call into activity these sentient and observing powers of the child; and they must understand those conversational methods that bring these facts and capacities into closest sympathy. Here, Object Teaching has its place; and that this method may have its full scope and success, teachers must be furnished with materials and implements for illustration. Every Primary school-room should be well stocked with blocks, weights, measures, pictures, and other appliances for ocular demonstrations, — not to lie in the dust, but to be skilfully handled by teachers and pupils. And these are to be used, not simply for purposes of discipline and instruction, but also for the actual *entertainment* of the younger pupils. Happy is that teacher who can make every exercise of the infant school-room all-engaging and attractive! We must here combine work and play, — must give the child every

opportunity to make pleasing discoveries by its own inventive and playful experiments. Let the child joyfully see what it can, by its aided efforts, find out and construct, and let it also explain in the use of its own simple language. The Primary school must be an attractive nursery in a very pleasant family."

JOHN HANCOCK: I wish to call attention to one thing in the report,—that of placing the use of script letters after printed letters. I would most decidedly object to any proceeding of that kind. I am surprised that Mr. Reinmund recommends such a method of instruction. I believe that everywhere in the country the use of printed letters is being abandoned in Primary instruction. I see no special use of it myself, since it is of no use in after life. We do not write letters by using the printed characters. I should begin, as many teachers now begin, with the script forms rather than the printed forms. We long since abandoned printing in Cincinnati, and I know they have abandoned the printed forms in New York, Boston, and other Eastern cities, where they used them so long.

MR. REINMUND: It will be remembered that I recommended the use of the printed forms for the first three or four weeks for the purpose of simplifying the work of mastering the alphabet.

U. T. CURRAN: I wish to say a few words on the matter of object-teaching. I owe an apology for making this speech at this time, instead of making it last year, as I should have done. We have been asked to learn how to conduct object-lessons. We have been referred to the experience of generations of teachers in Europe. We have been invited by those who are just exponents of those systems, to listen to their interpretation of the principles of instruction, and also the deductions which are to be drawn, and the uses to be made of these principles. I am willing to accept the methods; I am unwilling to accept some of the deductions, the uses that are to be made of object-teaching; and I ask the teachers of this State to examine carefully this system of object-teaching, to look into it and see what it means in the hands of many persons who assume to be its apostles. There is a certain faction in this country, now assuming a position in regard to matters in education, who, as far as I can see, propose to make object-teach-

ing a means of establishing their peculiar views, which may thus be stated: "What you see, you see and know; what you feel, you feel and know; what you taste, you taste and know; what you smell and hear, you have a conception of; but beyond the ideas you receive from the use of these organs of sense, your knowledge cannot go." In other words, it is a form of materialism, and almost undisguised.

W. D. HENKLE: I do not share in the fears of Mr. Curran. We ought not to exclude this mode of instruction, even if all our knowledge does not come through the senses. But with regard to the object-method of primary teaching, I think there are some heresies; and one of these is the idea that we should never teach a child a word before we have shown it the object to which the word is applied.

Again, it is argued that children have sensation first, then the exercise of memory, and then reason. That this is the order of mental development, and because this is the order of mental development, we must set apart a portion of time for the sensation, then a portion for the memory, then for the reason, thus mapping off into periods of years the time to be devoted to the development of each of these. It seems to me it does not prove anything, because these three acts do not go on separately, but together. Children can reason on what they know, just as well as old people. Children memorize just as much as older persons, according to the sensations they have.

S. R. THOMPSON: I desire to say that I concur very heartily in the remarks of my friend Hancock, also with the explanation of the chairman of the committee. I think that script letters should be commenced before the printed letters; indeed, the printed letters may be set aside entirely. This has been my experience in teaching for the last seven years. When I first went to Sandusky, they were using the printed letters in the primary department of the school. After a while, I suggested that the script letters be used instead, since when they have been used, and the printed letters have gone almost entirely out of use.

In teaching the script letters, I would begin with the primary class, whether they are able to read or not, and would place the

letter *i* of large size before them on the blackboard, telling them the name of the letter if they did not know it — and very likely many of them would not. After calling attention to its general shape, I would show them some of the particular points about it, and by a series of questions afterwards call out all they could tell about it. If proper questions are asked, you need tell them scarcely anything about it. After this I would make the letter in an incorrect manner on the board, perhaps with a round top, or a sharp pointed bottom, or something out of shape, and have them tell me where it was wrong, and why.

I would next take the letter *u*, and pursue a similar course with it; after that the letter *w*. I would have but a single letter explained at one lesson. The idea of placing the whole alphabet before a primary school at once, is wrong and injurious. The twenty-six letters would thus occupy twenty-six days. I would not go through with all the capitals before joining small letters. After five or six lessons I would begin to form words of two letters only.

E. E. WHITE: When the child enters the primary school, every power of the mind is awake and active. Children reason and imagine as well as perceive, and we cannot ignore this fact in their instruction. I think that these mental facts simply suggest the *order* in which each subject should be taught the child; that the primary lesson should generally begin with sense knowledge; then pass from this to conceptive or concrete knowledge; then to the abstract. This may be the order of these three steps; but to say that the first step shall be taken this year, the second the next year, and the third the year after, is, I think, a great mistake. In successful primary teaching you must lead the child from sense knowledge to the concrete as soon as possible, and when an abstract truth or generalization can be reached, let it be done. There is nothing in the facts of mental development that justifies the division of school life into periods, with a corresponding division of the knowledge to be taught and acquired. They simply show that in the first three or four years of the child's school life, the bulk of his knowledge may be received through the senses; that this perceiving, observing act is more common than reasoning. Hence, in a correct system of primary instruction, sense knowledge will hold

a prominent place; but instead of excluding other knowledge, it will rather be the gateway to it. No primary teaching meets the case, in my judgment, that does not lead the child from sense to the use of the higher faculties. While I agree with the Oswego teachers that, in the first year of school life, object teaching, or an appeal to the perceptive powers of the child, should hold a prominent place, I must dissent from the idea that the other mental processes are to be postponed. It is a fundamental mistake.

We can get no great results until we take hold of the normal training of our teachers. I am quite sure that some of the oral teaching in our schools is as deadening a routine as the old text-book drills. Some of the object teachers out-Herod Herod in this matter of routine (Laughter); and if I were obliged to choose between the text-book grinder and a routine crank-turner of object lessons, I would unhesitatingly take the text-book grinder, feeling sure that he had something to grind. We are fast finding out that untrained and inexperienced teachers, with no knowledge of the principles of teaching and with no clear insight into the nature of the child, cannot carry out even the most carefully prescribed courses of oral teaching. Such instruction involves an acquaintance with science, a breadth of information, a discrimination and judgment, which primary teachers as a class do not possess. They need professional training, and without this, there is danger of carrying the matter of oral instruction too far.

MISS PIERCE: I should like to ask Mr. Henkle and Mr. Hancock if they approve the word-method in teaching primary reading. If so, I would like to give a little experience of mine.

MR. HANCOCK: I approve any good method; but running up and down the alphabet, I do not consider a good method.

MISS PIERCE: No, nor do I.

MR. HANCOCK: I approve of a combination of the word, phonic, and letter methods.

MISS PIERCE: I have not been in the habit of teaching the alphabet up and down. I tried the word-method alone, not alone either, but aside from other methods. My experience with the child taught was, that it was almost impossible to get that child to learn to spell. I took, for example, the word *with*. It was first

printed in large letters and then in small letters. Every word that looked anything like it, the child was disposed to call *with*.

Mr. HENKLE: He was rather a bad subject.

Miss PIERCE: No, I think not. I think the fault was in the method. I have since combined methods. My experience has only gone as far as district schools.

NOT LOST.

BY SARAH DOUDNEY.

THE look of sympathy, the gentle word
Spoken so low that only angels heard;
The secret act of pure self-sacrifice,
Unseen by men, but marked by angels' eyes;
These are not lost.

The sacred music of a tender strain
Wrung from a poet's heart by grief and pain,
And chanted timidly, with doubt and fear,
To busy crowds who scarcely pause to hear,
It is not lost.

The silent tears that fall at dead of night
Over soiled robes which were once pure and white;
The prayers that rise like incense from the soul,
Longing for Christ to make it clean and whole:
These are not lost.

The happy dreams that gladden all our youth,
When dreams had less of self and more of truth;
The childlike faith so tranquil and so sweet,
Which sat like Mary at the Master's feet:
These are not lost.

The kindly plans devised for others' good,
So seldom guessed, so little understood;
The quiet steadfast love that strove to win
Some wanderer from the woful way of sin:
These are not lost.

Not lost, O Lord, for in thy city bright,
Our eyes shall see the past by clearer light;
And things long hidden from our gaze below,
Thou wilt reveal, and we shall surely know
They were not lost.

The Argosy.

Editor's Department.

NOTICE TO SUBSCRIBERS.

IN accordance with the vote passed at the late meeting of the State Teachers' Association, the *Massachusetts Teacher* will hereafter be published at \$1.50 per annum, PAYMENT IN ADVANCE. The January number will be sent to present subscribers, but succeeding numbers will be sent only to those from whom payment shall have been received.

We invite the hearty co-operation of all the teachers of the State in inaugurating this new state of things. It may cause some inconvenience at first, but its advantages are manifold.

We trust this arrangement will not cause us to part company with a single subscriber. We solicit a prompt renewal of subscriptions, and the personal aid of teachers and friends of education in extending our list of subscribers.

Let the circulation of the *Teacher* be at least DOUBLED.

PUBLICATION FUND.

THE Finance Committee acknowledge additional subscriptions from Julia A. C. Gray, Delia Upham, Alfred Bunker, Annie H. Shurtleff, Eliza C. Fisher, E. B. Hale, J. P. Payson, N. E. Willis, James W. Webster, Daniel Mansfield, A. P. Marble, S. C. Stone, Hattie E. Marcy, Ellen M. Dodge, Teachers of Lowell (\$38.50), C. Goodwin Clark, R. W. Spaulding, Emily B. Eliot, Adelina May, A. J. Nutter, Alonzo Meserve, Geo. T. Littlefield, W. L. P. Boardman, George T. Wiggin, and William E. Sheldon.

DEDICATION OF THE LYMAN SCHOOL-HOUSE.

THE exercises at the dedication of the Lyman school-house, East Boston, Oct. 18, were of a very interesting character. Mr. Henry S.

Washburn, chairman of the Lyman District Committee, presented the keys to Mr. H. H. Lincoln, the popular Principal of the Lyman School, who responded in a speech of considerable interest. We find it printed in *The East Boston Advocate*, and give some portions of it to our readers.

MR. CHAIRMAN: Though for nearly a quarter of a century the Principal of the Lyman school, I accept these keys and the responsibilities they symbolize with some degree of distrust, for the word "education" has a broader meaning and a deeper significance to me to-day than it had twenty-five years ago. We sometimes hear persons speak of a "finished education"; they might as well talk of a perfected imperfection or a finite infinity.

As I look around upon the commodious rooms of this magnificent edifice, my thoughts run back by contrast to my first experiences as a teacher in East Boston. The original Lyman school-house was destroyed by fire in January, 1846. In March of that year my services in this school commenced in the Maverick church vestry, a low, damp, dismal place, lighted only on the northwesterly side by a few windows into which the direct sunlight rarely, if ever, entered. Into this room were crowded for six hours a day for nine months, more than two hundred boys, seated on settees almost as closely as an audience in a lecture room, holding their books and slates in their laps; teachers well know what small laps boys have; they hold but little, nor hold that little long. We had one second-handed black-board — no, third-handed it must have been — whose indentations and cracks seemed to constitute its principal part. This was our only educational machine; when in active service it stood upon its narrow side propped up by a chair. The board was raised or depressed as occasion required to meet the angle of vision of the pupils. The church proprietors, feeling a deep interest in the cause of education, were induced, after some solicitation, to grant us for recitation purposes the use of the entry — stairways included.

We rejoice that the Lyman, having passed through many early trials and subsequent lack of accommodations, renews, as it were, to-day its youth under happy auspices. This beautiful edifice, however, should be only the garb of an external regeneration. We are well aware that the internal renewal must come from the fresh and new-born instructions of wide-awake teachers, and the reconsecration of pupils to industry and duty, and the earnest co-operation of parents and committees. Let us all, here and now, pledge ourselves anew to the great cause for which this structure was reared.

Said a distinguished New York clergyman, some years since, in reference to the white churches and brick school-houses that dot the hills and valleys of this section of our country, "They are the white and red roses of New England." Could we divest ourselves of the unpleasant historical associations connected with this phrase, it would have a tenfold power and beauty. Between these twin New England roses, there never has been, and notwithstanding the portents of the times, I trust there never will be, any serious antagonism; side by side our fathers planted them: side by side have they grown up together, scat-

tering their fragrant blessings all over the Northern and Western sections of our country. Let us all, friends, use our utmost endeavors to plant these New England roses not only throughout our own beloved land, but, if possible, in other lands, till their fragrance shall fill the world.

A word or two of suggestion even on a day of congratulation like this may not be inappropriate. For many years the conviction has been forcing itself upon my mind that the community at large is depending too much for the education of its children upon fine school-houses, experienced teachers and improved educational apparatus. These are highly important, we all know; but sound home instruction and judicious parental discipline is the great need of our times. Our schools can do much, very much, for the rising generation, but they cannot do everything. In endeavoring to avoid the faults and prejudices of our Puritan fathers, let us not ignore their virtues. The result of my experience and observation is that the youth of our cities, and perhaps also of our country towns, have too great a tendency at present to rely upon externals for their mental development and growth, and not enough upon the internal forces of their nature; they expect to be taught rather than to learn; to receive rather than to obtain; to be worked upon rather than to work themselves. This growing inclination, if not checked, will make the minds of our youth mere storehouses, when they ought to be workshops.

"The mind grows only by its own action," said Daniel Webster,—a truth that should ever be kept prominent in the thoughts of the educator, be he a parent or a professional teacher. To educate really and truly is a slow process; as slow now as it ever was. In this fast age we are apt to think that we can build a railroad between ignorance and knowledge, between the undeveloped faculties of the child, and the mature powers of the man; in short, that we can apply steam to education. "*Festina lente*,"—hasten slowly,—said the Latin sages. In matters pertaining to mind and character we should do well to heed the wisdom of this maxim.

MISS ETTA H. BARSTOW.

THE circumstances attending the death of this estimable young lady were very painful, and very humiliating to the lovers of law and order in our Commonwealth. She was teaching a district school in the town of Canton. Having been exceedingly troubled by four bad boys, she excluded them from the school-house, locking the door to prevent their entrance. On her way home after school, they followed her with insulting remarks, and pelted her with stones. She entered her house exhausted, and died the following day. A post-mortem examination showed that the cause of her death was the shock to her system, already enfeebled by disease.

Miss Barstow graduated from the Salem Normal School in 1868. Her classmates have sent us the following resolutions for publication :

Whereas, Our beloved classmate, Miss Etta H. Barstow, has been taken from us by sudden death, resulting from a wanton assault with stones, by boys under the jurisdiction of this Commonwealth, while she was pursuing the avocation of public-school teacher, therefore,

Resolved, That we, her classmates, would express our deep grief at the loss ; and especially at the untimely loss of one of our number, endeared to all by her lovely Christian character and noble life ; and would tender our sympathy to her relatives and other friends in their sorrow.

Resolved, That we deem it expedient that measures be adopted to insure proper supervision of schools throughout the State, and to diffuse right ideas in regard to the relations of schools and school discipline, to the laws of the State.

INTELLIGENCE.

A. P. PAGE, of Charlestown, has been transferred from the Bunker Hill Grammar School to the High School, with the rank of Master of English Departments. Salary, \$2,200.

MR. POPE, of Somerville, has been appointed to succeed Mr. Gage in the Bunker Hill School.

J. H. WIDDER has been elected Superintendent of the Public Schools of San Francisco, and succeeds James Denman. An effort is being made to secure the appointment of a lady to the position of Assistant Superintendent of the San Francisco schools.

DANIEL N. LANE, Jr., has become Principal of the High School of Mendon, and A. G. SMITH, of the High School in Upton.

SYLVANUS T. RUGG has been re-appointed Master of the Harrison Avenue Evening School. This is the third winter he has had charge of a Boston Evening School.

NATHANIEL P. GAGE, of Mystic River, Conn., has been appointed Master of a Public School in Washington, D. C. Salary, \$1,500.

WM. B. GRAVES, late Principal of the English Department of Phillips Academy, Andover, is now Professor of Chemistry, Geology, etc., in Marietta College, Ohio.

W. G. GOLDSMITH, of the Punchard Free School, has taken Prof. Graves's place in Phillips Academy.

PEABODY. — The new school-houses, four in number, for which the town made such a generous appropriation some months since, are completed, and are now occupied.

Two of them are of wood, and the others of brick, — the former accommodating about two hundred pupils each, and the latter, each with ten rooms and a large hall, accommodating from five to six hundred.

The buildings are models, and not surpassed in the State, for convenience and elegance.

Miss Annie Arnold, formerly of Quincy, is now engaged as teacher of Drawing, Music, and Penmanship, in the Wallis School; her salary being in part paid by the town, and in part by the income from the "Wallis Fund," belonging to the school.

Mr. Jos. A. Kellogg, Master of the West Peabody Grammar School, has resigned, to accept a position as teacher in West Meriden, Conn. He is succeeded by Mr. E. Barstow Kellogg, of Cornell University.

The salary of Mr. B. Groce, Principal of the Peabody High School, is increased \$300 the present year; and that of the Head Assistant in the same school, Miss J. A. Stetson, formerly of Plymouth, \$100.

In connection with the High School, we are glad to notice the plan of a Course of Lectures, arranged by the Principal.

The first was by Prof. John S. Russell, of Salem, on Botany.

It is the plan to call in the aid of friends of the school, and continue these lectures through the winter. The principal has already arranged for two or three on the Geography of the United States, as seen in a "Trip Across the Continent," by a member of the School Committee; also for some practical scientific lectures on the Microscope, with illustrations and experiments by another member of the Board; also for one on Banking and Exchange, by the cashier of one of the banks; one on Insurance (Fire and Marine), by the President of one of the most prominent companies in Boston; one on Life Insurance, by an experienced agent, etc. etc. The whole will form a unique and profitable course, — begun in September, and to continue through the winter.

E. E. WHITE, of Ohio, has lately given a course of excellent practical lectures to the Connecticut Normal School, at New Britain, and has performed very valuable service in several Teachers' Institutes in that State.

THE CONN. NORMAL SCHOOL, which was abolished three years ago, is now in most successful operation. It has already one hundred and six members. I. N. Carleton, the principal, proves to be the right man in the right place.

THE CONN. STATE TEACHERS' ASSOCIATION, held its annual meeting in New Haven, October 20th and 21st. The attendance and interest were great beyond all precedent. Over one thousand teachers were present. Gov. English addressed the Association, strongly rebuking those who had tried to abolish the State Board of Education, and charging the teachers present to use their utmost influence in their several towns, to prevent the election of members to the Legislature, who would dare to oppose a Board "costing so little and accomplishing so much." The Governor (who is a man of large wealth and liberality), added, "I would sooner pay the entire expenses of that Board, and all the salaries of the officers, out of my own pocket, than have it overthrown."

BOOK NOTICES.

SCHOOL-HOUSE ARCHITECTURE. Illustrated in seventeen designs, in various styles. With full descriptive drawings in plan, elevation, section, and detail. By Samuel F. Eveleth, architect. New York: Geo. E. Woodward.

The last twenty-five years have witnessed a great improvement in school-house architecture. Formerly shelter was the only thing sought in erecting a school-house. Convenience and ornamentation were of no account. Now school-houses are ranked among our handsomest and most substantial edifices, and are supplied with every convenience the purpose for which they are erected demands. It is not difficult to select in most of our large towns and cities some one structure worth much more than all the school buildings of that town or city twenty-five years ago.

The work of improvement, however, is not fully accomplished. There are still unsightly structures. Some modern buildings might have been more agreeable to the eye, and made to subserve a better purpose, at but a trifling additional expense, or even at no additional expense, had they been modelled upon a different plan. We are glad, therefore, to see works of the kind before us. Here are seventeen designs of school-houses, ranging from a building with one school-room, and suitable ante-rooms, to a building with twelve rooms and all required conveniences. They present buildings of a very pleasing exterior, and very satisfactory also in their internal arrangements, well meeting the wants of country districts, as well as those of our larger towns and cities. The elevations, floor-plans, sections, and details, are given in sixty-seven plates. These are accompanied with specifications. We recommend this book to building committees. It may save them much trouble and expense. It comes to us through A. Williams & Co., 135 Washington St. Price, \$10.00.

A COMPENDIOUS GERMAN GRAMMAR. By William D. Whitney, Professor of Sanskrit, and Instructor in Modern Languages in Yale College. Second edition, revised. Also, **A GERMAN READER IN PROSE AND VERSE.** with Notes and Vocabulary. By the same author. New York: Leypoldt & Holt.

When these two works were announced by the publishers, the reputation of the author as a scholar, and the character of his published writings on language, naturally awakened high expectations amongst those who were interested in the study or teaching of German. We have examined both the Grammar and the Reader with some care; we have, besides, used them daily for several weeks, and our testimony is emphatically that they are the best works of their kind of which we have any knowledge, and we have used, either in private study or for the instruction of classes, several of the best known German Readers and Grammars. The purpose of the author, in the preparation of the Grammar, was, in the main, as he explains in his preface, to furnish such assistance as the learner needs for understanding and reading the language accurately, as distinguished from speaking it. It therefore differs, fundamentally, from the Ollendorf grammars, which have hitherto been extensively employed. It will,

perhaps, give a correct notion of it to say that it is constructed on the principle of our Greek and Latin grammars. In two respects, it seems to us, superior, not only to all other German grammars, but to the better class of grammars of the classic languages; we refer to the sections on derivation, and to the correspondences, pointed out so frequently, with the English. Occasionally in the syntax, and oftener in the Notes to the Reader, the points of similarity between German and Latin or Greek are noticed; and we only regret that the author did not greatly multiply these, as he might easily have done without sensibly increasing the size of his books. Brief exercises in German are inserted at intervals, mainly for practice in the inflected forms, with a vocabulary at the end of the book. The syntax is in general excellent, the statements of principles being clear, discriminating and concise. The examples are taken, for the most part, from the Reader, which enhances their value, if the two are used in connection. About ten pages are added, as a sort of appendix, on the relation of German to English, and on the history of the German language, giving valuable information, which it would be hard to find elsewhere in so succinct a form.

The Reader is a thick duodecimo of over five hundred pages, containing about sixty selections, from the works of twenty eminent writers. The Notes occupy eighty-one pages, and the Vocabulary two hundred. The author modestly lays no claims to originality in the selections, many of the pieces, he says, being found in every Reader. We find by a careful examination that forty-seven of our author's selections do not appear in either of the four best known German Readers published in this country. The poetical extracts comprise one hundred and twenty-three pages, or more than one-half of the whole. This seems to us a fault; but we remark, on the other hand, as a good feature of these selections, that the poems are generally entire, and that the dramatic extracts are not properly fragments, but are tolerably complete in themselves. The Notes on each piece are preceded by a brief biographical sketch of the author, with a line or two explaining the scene, or argument or plot. The Notes are quite copious, and particularly helpful on the particles, which it is so difficult for the beginner to feel the exact force of. We should say that decidedly too much prominence is given to the construction of separate words, a fault springing, we imagine, from the old classical training, which made the parsing of a dative, or an ablative, of more consequence than the sense of the passage. We regret that we have not space to speak adequately of the vocabulary. It would be hard to exaggerate its merits. The etymological signification is usually given first, and those meanings of a word which do not occur in the text are inserted, so far as they are needed to show the logical development of the original signification. The primitives, too, of all derived words occurring in the text, will be found in the vocabulary, the derivation is given in all cases where it is known, and, finally, the identity or kinship of German and English words, or parts of words, is indicated by variety of type. A more thoroughly conscientious and in every way admirable piece of work of the kind we have never seen; and we hope the example of Professor Whitney will be followed by all makers of vocabularies, whether of ancient or modern languages.

A COMPENDIOUS GRAMMAR OF ATTIC GREEK, with copious exercises. By Charles D. Morris. Second Edition. Also, A COMPENDIOUS GRAMMAR OF THE LATIN LANGUAGE, with copious exercises. By the same author. New York: J. F. Huntington & Co.

We should say, speaking generally, that any man who presents a new Latin or Greek Grammar to the public owes an apology for so doing. But we should make an exception in favor of the author of the grammars whose titles we have given. They are constructed on an entirely new plan, which we must pronounce not less philosophical than ingenious. In both grammars the *crude form* system, employed in Key's Latin grammar, is adopted. That is, in all inflected words the *stem* is given as the proper word. The forms of declension and conjugation are presented in plates, or tables, with the stem and ending disjoined, and in the former the succession of the cases is determined by identity of form. Thus the vocative follows the nominative, and, if the form is the same, the sign of equality is used instead of repeating the word. Nouns defective or irregular in declension or gender are treated separately, after the regular forms. This is an admirable idea, and we wonder that it has not been adopted before. The syntax is remarkably concise, without sacrificing clearness to brevity; and here in particular a variety of type has been used very efficaciously to catch the eye and fix the attention on that part of a remark or rule which is most important, and which should be lodged in the memory. The second part of both grammars consists of exercises in English for translation, the stems of the Greek and Latin words being placed on the opposite page. Parsing and reading lessons follow, bound up, however, in separate covers, which are really *keys* to the *exercises*, given in English for translation into Latin and Greek. We would strongly recommend these grammars to the notice of teachers. They certainly suggest important questions respecting classical instruction, questions, we venture to say, which teachers cannot afford to ignore.

OUTLINE OF SIR WILLIAM HAMILTON'S PHILOSOPHY. A text-book for students. By Rev. J. Clark Murray, Professor of Mental and Moral Philosophy, Queen's University, Canada. With an introduction by Rev. James McCosh, LL. D., President of Princeton College. Boston: Gould & Lincoln.

The influence of Sir William Hamilton on philosophic thought was, and still is, very great. His lectures, his articles in the *Edinburgh Review*, and his edition of Reid's Works, present his views to the public, but nowhere are they systematically arranged. Mr. Murray has here presented them in systematic order, and generally in Hamilton's own words. He has thereby done the young student a great favor, and prepared him for a more intelligent study of Hamilton's works, and of philosophy itself. Dr. McCosh heartily indorses the work as furnishing "an admirable summary, — clear, correct, and readily intelligible, of the leading doctrines and connections of Hamilton's Philosophy."

THE AMERICAN POPULAR SPEAKER: designed for the use of schools, lyceums, temperance societies, etc. By J. R. Sypher. Philadelphia: Porter & Coates.

This is a book of three hundred and eighty-four pages, made up of selections from oratorical writings, and from the poets. Most of these selections are short,

and nearly all of them are exceedingly good. The book is well printed, and worthy a share of popular favor.

A SMALLER HISTORY OF ENGLISH AND AMERICAN LITERATURE. For the use of schools. Edited by William Smith, LL. D., and Henry T. Tuckerman. New York: Sheldon & Co.

This book has the merit of giving a succinct account of the growth of English literature, and a great amount of information in regard to the best English writers, in a small space. We expected to find it dry and uninteresting, as condensed histories usually are. But we found it just the opposite. It presents a very fair idea of the great authors, and in a manner to awaken an interest in them and their works. The sketch of American literature is quite satisfactory. This little work gives no extracts from the authors mentioned, but constant reference is made to the "*Choice Specimens of English Literature*" published by the same house.

THE PRIVATE LIFE OF GALILEO. Compiled principally from his correspondence and that of his eldest daughter, Sister Maria Celeste, nun in the Franciscan Convent of St. Matthew, in Arcetri. Boston: Nichols & Noyes.

The story of Galileo's life, even poorly told, is full of interest. But here it is not poorly told, as it is almost told in his own words. Poor Galileo! The world was not ready for his telescopes and astronomical teachings. So they only procured him a prison and the anathemas of the church. The world has moved. Not so do we now reward scientific explorers.

WONDERFUL BALLOON ASCENTS; or the Conquests of the Skies. A History of Balloons and Balloon Voyages. From the French of F. Marion. Thirty Illustrations. New York: Charles Scribner & Co.

Good and useful reading for old and young, and some of it exciting enough for the lovers of the sensational. *The Illustrated Library of Wonders* is destined to become a remarkable Library. We hope all our young people will have free access to it.

THE SUNDAY SCHOOL IDEA; an Exposition of the Principles which underlie the Sunday School cause, setting forth its objects, organization, methods and capabilities. By John S. Hart, LL.D. Philadelphia: J. C. Garrigues & Co.

Those of our readers interested in Sunday Schools will be glad to see a work of this kind. It seems to cover the whole ground, is written in an excellent spirit, and is full of practical suggestions. For sale by Eben Shute, 40 Winter street.

WILLSON'S NEW SPELLER AND ANALYZER. Adapted to Thorough Elementary Instruction in the Orthography, Orthoepey, Formation, Derivation and Uses of Words. By Marcius Willson. New York: Harper and Brothers.

Some features of this book commend themselves at once. We are not sure about others. To young scholars the author's mode of indicating the spelling of derivatives may be a little confusing. As far as older scholars are concerned, it is unobjectionable and will produce good results. Teachers will find the

book worthy their attention. A. C. STOCKING, New England agent, 135 Washington street.

A. WILLIAMS & CO. send us with the above, from Harper & Brothers, *The Warden and Barchester Towers*, a good novel by Anthony Trollope; and *In Duty Bound*, by the author of "Mark Warren," &c.

MANUAL OF BIBLE SELECTIONS and Responsive Exercises for Public and Private Schools of all grades, Sabbath, Mission and Reform Schools and Family Worship. By Mrs. S. B. Perry. Boston: Lee & Shepard.

Thirty Responsive Exercises, six Responsive Lessons, seventy-one selections from the Old Testament, and thirty-nine from the New, make up this little book. These present those words of Holy Writ containing moral and spiritual truths accepted by all Christian believers. Consequently they are those portions which speak most directly to the common heart of mankind, especially to the hearts of the young,—those portions which are the most practical, touching and inspiring. It seems to us that all of the Bible that is necessary for devotional purposes in the public schools, is contained in this book, and in a form of more practical value than even in the Bible itself. The use of it can no more detract from the reverence due the Bible, than rich specimens of gold can lessen our interest in the mine from which they were taken. We express thus much without any reference to the "Bible question," which is awakening so much interest in the community, and we will only add our conviction that this book is a very happy solution of that question as far as the greater part of the public is concerned.

PIANO AND MUSICAL MATTER, by G. de la Motte. Boston: Lee & Shepard.

A music book of one hundred and ten pages introductory to a thorough knowledge of music and piano playing. It has been received with great favor, having already passed through four editions. It is scientifically arranged, and is very clear and full in its explanations. The lessons are short, but demand close study and patient practice. The book is evidently the work of one who is master of the science and art of music.

WHY AND HOW. Why the Chinese emigrate, and the means they adopt for the purpose of reaching America. With Sketches of Travel, Amusing Incidents, Social Customs, etc. By Russell H. Conwell, with illustrations by Hammatt Billings. Boston: Lee & Shepard.

This book is the result of travel and much painstaking research. It is a faithful description of the condition of the Chinese at home, and well states the manner of their emigration, and the motives that have led to it. It is a readable book.

THE SOCIAL STAGE: original Dramas, Comedies, Burlesques, and Entertainments for Home Recreation, Schools and Public Exhibitions. By George M. Baker. Boston: Lee & Shepard.

This book is dedicated to H. C. Barnabee. We have seen him in *Too Late for the Train*, and are quite sure if all the plays are equal to that, he and the ten plays are good for ten evenings' enjoyment. We shall commend Mr. Baker's book to the lovers of fun and humor.

READING FOR THE YOUNG. We stated in our last issue that Messrs. Lee & Shepard were fast becoming the leading publishers of this kind of literature. We must alter that statement. They are not becoming, but have become. Here is a nice box with six volumes of the Springdale stories, viz: *Nettie's Trial*, *Adele*, *Herbert*, *Eric*, *Ennisfellen* and *Johnstone's Farm*. Two bright little girls, about ten years old, have read them and pronounce them *very* nice stories; so we hope ever so many boys and girls will have them, box and all. Next comes *Letters Everywhere*, stories and rhymes for children, with twenty-eight illustrations, and a good book it seems to be. But the *House on Wheels* is for children a little older. The house is a gypsy house and is on wheels to be dragged about from town to town. *Field and Forest*, or the fortunes of a Farmer, we need say nothing about; for it is one of *Oliver Optic's* best, and has already been read by a whole army of young folks. We met a clergyman the other afternoon with a copy of *Oliver Optic's Magazine* in his hand. He said he always followed up *Oliver's* stories: so we know they are all right. *Little Folks Astray*, is one of "Little Prudy's Flyaway Series," and we think the little folks will like it. We know the young people will like these two pretty volumes of "The Beckoning Series,"—*Who will Win?* and *Going on a Mission*, for they are very interesting, and, what is better, are very good. Then here is a book which we shall endorse very strongly, by Charles Barnard, *The Tone Masters*, telling the interesting, and useful story of the lives of Handel and Hayden. And last, but by no means least, comes *Double Play*; or how Joe Hardy chose his friends, by William Everett. We have a great mind to be young and start again in life, if such men as William Everett are going to write books for young people. We like his good, bracing, instructive stories. What a preface he has given us in this book. Everybody will be sure to read it. We give the last paragraph, it is so good a statement of what boys' books should be.

"The boys that I know all have lessons to learn, Geography, Figures, and Latin, in turn; and if I'm to write about boys and their ways, I prefer to describe how their actual days are passed, and the troubles they really go through, and not awful sensations to make you turn blue. And I ask nothing else than to have the brave boys, heedless, indolent, playful, and fond of a noise, but with warm loving hearts that are easily stirred to friendship and service by one kindly word,—and their teachers, shy, rigid, quick-tempered, precise, but loving the actor, while hating the vice, and yearning to lead through the pathways of knowledge their pupils suspicious, in school or in college, by love and not fear, and to make them true friends,—may find from these books what each other intends, and no longer estranged, but in confidence fast, turn an eye to their omrade; the author, at last, who though called Latin Tutor, is eager to be the warm friend of boyhood.

(Signed)

W. E."

THE LADY'S ALMANAC.—This handy little annual for 1871 is published by George Coolidge, 289 Washington street. It is as neat and convenient as can be, and is appreciated by the ladies.

PERIODICALS.

THE ATLANTIC MONTHLY has held its own the past year, and given good satisfaction to its readers. The prospectus for 1871 indicates good things in store. Dr. Henry W. Williams will contribute a series of papers "On the Care of the Eye"; Prof. Agassiz will give the results of his observations in Berkshire and among the White Mountains; our best writers in prose and poetry will speak through its pages; and a number of good serials from popular writers are promised. A new department is to be added,— "Our Whispering Gallery," to include reminiscences of distinguished authors, by James T. Fields. This cannot fail of being interesting, as Mr. Fields' personal knowledge of authors exceeds that of any other American.

HARPER'S NEW MONTHLY MAGAZINE is still unrivalled in its particular line. Its illustrated scientific, historical, and geographical articles give useful knowledge to the million; its stories, good recreative reading; and its editorial department, literary, scientific, historical, and political intelligence, and a good supply of wit and humor. Whatever other magazines one takes, he can hardly get along without Harper's.

THE GALAXY continues its brilliancy. Among its stars are Justin McCarthy, Richard Grant White, Mrs. Edwards, and others of differing magnitudes. Whether Mark Twain is a star or nebula, is doubtful. His "Memoranda" shine with a sort of diffused light, sometimes a little obscure, and then again with the star-like sparkle. The Galaxy's political articles have excited much interest in the community. These will be continued, as also its other popular features.

LIPPINCOTT'S MAGAZINE has received a good share of public favor, and has deserved it. It is so handsomely printed that even poor articles would be endurable; but it not only looks well, but always reads well. The publishers not only mean to maintain its present popularity, but are determined to make it still more valuable as a vehicle of literary, scientific, and educational knowledge.

OLD AND NEW must still be considered young, as it has only completed its first year. Yet it is no stripling. It has taken strong hold of a large class in the community, and displays much muscle. It is rather in the interest of the Unitarians and the progressive portion of the community, endeavoring to preserve all that is good in the past while it records the advances of the present. The publishers promise an extra number in December, to be called the "Christmas Locket," a connecting link between the new and the old year. New subscribers for 1871 can receive the October, November and December numbers of the present year free, and also the "Christmas Locket." The *Old and New* is published by Roberts Brothers, 143 Washington st., Boston. \$4.00 per annum.

SCRIBNER'S MONTHLY ILLUSTRATED MAGAZINE is a new publication, edited by Dr. J. G. Holland, and published by Scribner & Co., New York, at \$3.00 per year. It takes the place of "Hours at Home," "Putnam's Magazine," and the "Riverside Magazine for Young People." The new magazine, therefore,

finds the way all open, and starts with fine prospects. It is handsomely printed, fairly illustrated, and gives a large variety of good reading. The editorial department is especially interesting. A grand holiday number is promised.

THE NATIONAL QUARTERLY REVIEW is edited and published by Edward I. Sears, LL. D., New York. The last number is the only one we have received. It contains "Alfred the Great and his Times," "Madame Sévigné and her Letters," "Icelandic Literature," "Yachting not merely for Sport," "The American Bar — William Pinckney," "Sophocles and his Tragedies," "The Abyssinian Church," "Franco-Prussian War," "Notices and Criticisms," "Appendix — Insurance and its Contrasts." These articles are written with ability. The criticisms show the editor to be a man of positive ideas, which he expresses in a clear and trenchant style.

GOOD HEALTH is published by Alexander Moore, 11 Bromfield st., Boston, at two dollars a year. It has done much to promote good health in the community, and is so good a publication as to deserve a very wide circulation.

THE HERALD OF HEALTH, published in New York by Wood and Holbrook, at \$2.00 a year, is an older publication and very ably conducted. We never have seen a number which has not contained much valuable hygienic information.

OUR YOUNG FOLKS, published by Fields, Osgood, & Co., Boston, has grown steadily in the young folks' favor. It is very handsomely printed and illustrated, is fresh and healthful in tone, and worth as much in a family as a private tutor. Next month Mr. J. T. Trowbridge, whose story of "A Bad Boy" so pleased the good boys, will commence "Jack Hazard and his fortunes," and we hazard the opinion it will be a good story. Mrs. Stowe, Mrs. Diaz and other good writers will furnish short stories; Mr. Augustus Holmes will give some illustrated papers on the "Wonders of the World," and popular writers will contribute natural history sketches, and curiosities of art and science. Good as "Our Young Folks" is, its publishers seem determined it shall be better.

OUR BOYS AND GIRLS, Oliver Optic's Magazine, published by Lee & Shepard, Boston, makes its visits weekly or monthly just as suits its friends. So the only question is whether they will be glad four times a month, or four times as glad all at once. It is a first-rate magazine, handsomely illustrated, entertaining and instructive. Its serial story is "Desk and Debit, or the Catastrophes of a Clerk," by Oliver Optic, and it seems as attractive as any he has written. Every week there is an interesting letter from Oliver, who is now travelling in Europe and laying up materials for we don't know how many more stories. He gives us a charming account of his call upon Hans Christian Andersen. It was a meeting of two pretty big story tellers.

THE AMERICAN NATURALIST, a popular illustrated Magazine of Natural Science, is published at Salem by the Peabody Academy of Science, at \$4.00 per annum. It is an admirable publication. The contents of the November

number, "The Habits and Migrations of some of the Marine Fishes of Massachusetts," "Cultivation of Alpine flowers," "What is the Washington Eagle," "Acclimatization of Foreign trees and plants," "The Distribution of the Moose in New England," "Notes on Certain Island Birds of New Jersey," "The Former Existence of Local Glaciers in the White Mountains," etc.

THE SCHOOLMATE, an illustrated monthly for Boys and Girls, is published at *The Massachusetts Teacher* office, 366 Washington St., by Joseph H. Allen, at \$1.50 per annum. This is an old favorite, and never fails to please and satisfy its numerous readers. Mr. Allen knows what the young people want, and some how or other manages to get it for them. "Rufus and Rose; or How the Victory was won," is finished in the present number. "Paul the Peddler; or the Adventures of a Young Street Merchant," commences next month. Mr. Horatio Alger, jr. ranks among the best story writers.

THE LITTLE CORPORAL grows. It is almost time to call it the Big Corporal. It is so large now it wants \$1.50 a year. It is just as good as ever, and that is good enough. It is published by Sewell and Miller, Chicago.

THE BRIGHT SIDE is a nice paper for children published weekly at Chicago, at \$1.00 per year.

THE NURSERY, a monthly magazine for Youngest Readers, is published by John L. Shorey, 36 Bromfield St., Boston, at \$1.50 a year. We have been looking for a falling off in the character of this publication, thinking the publisher would not be able to keep up to his own high standard. But here is the December number before us, just a little exceeding anything we have had before, — pictures and stories as good as anything can be. Let every little child have the *Nursery*. There is no better reading book for primary schools.

THE NATION enters upon its twelfth volume in January under the same management as from the beginning. It is conducted with marked ability, and occupies an independent position. Educational matters receive a large share of attention, and its political and financial articles, and literary criticisms, are especially valuable. It is on the side of political and social progress. Published in New York, \$5.00 per annum.

HARPER'S WEEKLY, with its profuse illustrations, serial stories, miscellaneous reading upon political, historical, literary, and scientific subjects, seasoned with wit and humor, continues to be a welcome visitor, — one of the delights of the household.

EVERY SATURDAY has lived one year as a pictorial, attesting the enterprise of its publishers, and gratifying its numerous readers. Besides being a first-class pictorial, it possesses the literary excellences of the old publication, and serves its readers weekly with a good variety of useful and entertaining matter.

HARPER'S BAZAR occupies a field of its own. The ladies understand its merits. It explains all the mysteries of fashionable apparel, and enables every lady to dress herself and children in good taste, and even become her own dress-maker, if she will. And besides this, it gives a capital supply of miscellaneous reading. It is a family institution.

MISCELLANEOUS.

"Now, my little boys and girls," said a teacher, "I want you to be very quiet—so quiet that you can hear a pin drop." In a minute all was silent, when a little boy shrieked, "Let her drop."

"DID any of you ever see an elephant's skin?" inquired a teacher of an infant class.

"I have," exclaimed one.

"Where," asked the teacher.

"On the elephant," said the boy, laughing.

"DON'T beat your carpets," says some kind-hearted person; "try kindness and firmness, and if that doesn't keep them down, send for a policeman and have them taken up."

A YOUNG lady in town, who was boasting of her teeth, was asked if they were natural or artificial. "Neither," was the reply; "they are *gutta percha*."

AN Oregon lady, who had a grievance against a school-teacher, recently gave him a sound horse-whipping. Being arrested, she pleaded "guilty of trying to beat a little sense into the head of a fool." The justice fined her \$15; which she, thinking it too much for trying to beat a little sense into the head of a fool, steadily refuses to pay, and thus the matter rests.

JOSH BILLINGS says: "There is one man in this basement world that I always look upon with mixed feelings of pity and respect, to whom I always take off my hat and remain uncovered until he gets safely by; and that is the district schoolmaster. When I meet him I look upon him as a martyr—just returned from the stake, or on his way there to be cooked. Don't talk to me about the patience of ancient Job. Job had pretty plenty of boils all over him, no doubt, but they were all of one breed. Every young one in a district school is a bo'l of a different breed, and each young one needs a different kind of poultice to get a good head on him."

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